

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED001382		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Storen, Helen F.						MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: Readings in Intergroup Relations						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: An Intergroup Education Pamphlet						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN Commission on Educational Organizations, National Conference of Christians and Jews, 43 West 57th St., New York, New York		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE Commission on Educational Organizations, National Conference of Christians and Jews, 43 W. 57th St., N.Y.				CITY, STATE NEW YORK, N.Y.		OTHER ERIC REFERENCES:	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 10/59	13. TOTAL PP. 57	INST/LOC CODE		ERIC SATELLITE CODE	
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR annotated bibliography			
16. INDEXING TERMS (6-12)							
school-community relationships		intergroup relations		religion			
prejudice		resource agencies		ethnic groups			
race concepts		human relations		Negroes			
17. ABSTRACT (MAX. 280 WORDS)							
Noting that the field of human relations has received more attention in the last generation than ever before, the National Conference of Christians and Jews has revised its 1956 edition of selected reading literature. Readings are divided into seven categories: Prejudice - causes, prevention and cure; Religion - understanding religious groups, church and state, religion and education; Race - understanding the concept of race; Ethnic Groups - immigration; The Negro in American Life; Class; and What Schools and Communities Can Do. A descriptive critique of contents accompanies each document cited. A directory of organizations which serve as resource agencies and an index of reprints, articles and pamphlets to help build better intergroup relations are included.							
ERIC No.							
18. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
						PROJECT NO.	
				22. TOTAL COST OF PROJECT			
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education	

ED001382

AN INTERGROUP EDUCATION PAMPHLET

R e a d i n g s
in
I n t e r g r o u p
R e l a t i o n s

by **HELEN F. STOREN**

REVISED EDITION

NATIONAL CONFERENCE

Bennett O. Starnes

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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INTERGROUP EDUCATION PAMPHLETS

The National Conference of Christians and Jews has sponsored the publication of these pamphlets to make available to American teachers in concise form information and helpful tools for the improvement of intergroup relations through classroom education.

The ideas and points of view expressed in the pamphlets are the authors' and are not necessarily those of the NCCJ.

1. Readings in Intergroup Relations (Revised 1959)

by Helen F. Storen

2. The Resolution of Intergroup Tensions

by Gordon W. Allport

3. Brotherhood:

What Can Secondary Schools Do?

by Prudence Bostwick

4. Feelings Are Facts

by Margaret M. Heaton

5. Role Playing the Problem Story

by George and Fannie R. Shaffel

6. Group Processes in Intergroup Education

by Jean D. Grambs

7. Teachers and the Community

by Harry Bard

8. Building Brotherhood:

What Can Elementary Schools Do?

*by Mary Beauchamp, Ardelle Llewellyn
Vivienne S. Worley*

9. Education in a Transition Community (Revised 1958)

by Jean D. Grambs

10. Human Relations and Audio-Visual Materials

by Jean D. Grambs

Other Titles in Preparation

R e a d i n g s
in
I n t e r g r o u p
R e l a t i o n s

by **HELEN F. STOREN**

REVISED EDITION
OCTOBER 1959

Prepared Under the Direction

of

WILLIAM E. VICKERY

Director

**Commission on Educational Organizations
National Conference of Christians and Jews**

LILLIAN COHEN

Editor

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FOREWORD

This reading list is not intended as a completely comprehensive bibliography of useful materials in the intergroup relations field. Instead, it has been prepared on a selective basis, with choices made in terms of what would seem to be most useful and available to teachers. Only a few of the many pamphlets in this field have been cited. At the end of the bibliography is a list of organizations to which interested teachers may write for pamphlets. Novels, many of which offer living insight into inter-group relations, are not dealt with. Teachers generally are aware of the novel as a primary resource for those interested in deepening their understanding of human life. While many novels could have been cited here, differences of literary taste and judgment from reader to reader would make it difficult to settle upon a list that would be satisfactory to everyone. Readers interested in intergroup relations are encouraged to explore the field of fiction on their own.

The main compiler of the present bibliography has been Dr. Helen F. Storen, Associate Professor of Education at Queens College, New York. Dr. Storen is a well-known leader in the social studies, curriculum, and intergroup education fields. A graduate of St. Mary's College, Notre Dame, Dr. Storen holds higher degrees from the University of Michigan and Columbia University. As well as possessing extensive classroom experience in the public schools, Dr. Storen has engaged in curriculum research and experimentation, and has written widely.

Among Dr. Storen's better-known publications are *American Democracy—Today and Tomorrow* (with Omar and Ryllis Goslin) *Probing Our Prejudices* (with Hortense Powdermaker), and *Laymen Help Plan the Curriculum*.

In preparing the present bibliography, Dr. Storen has received extensive and highly valuable assistance from Miss Mary M. Hoagland, Executive Secretary of the Public Education Association of New York City.

Book prices have not been indicated. Because of varying price conditions in recent years, it has seemed wiser to suggest that, where price figures are desired, they be secured from the publisher or a bookseller.

The fact that a book or pamphlet is listed here does not mean that the National Conference of Christians and Jews, as an organization, endorses the material concerned or specific authors. Diverse points of view and conclusions are offered in the publications listed; it is the reader's judgment that will determine which of these seem valid. The books and pamphlets in this bibliography, however, are representative of available resources that deserve inspection and evaluation by those interested in improving inter-group relations through education.

J. MARTIN KLOTSCHÉ

*Provost, University of
Wisconsin—Milwaukee*

INTRODUCTION

No other aspect of American education has received more attention during the last thirty years than the field of human relations. This has been the era of research and experimentation in child development, personal relationships, and group dynamics. More specifically, because of the tragic Nazi persecution of the Jews in Europe and the existence of racial and religious tension in our own country, schools have made a deliberate effort to develop in children an understanding and concern for the various groups in American life. Early attempts in this field often were naive and superficial—concentrating chiefly on *knowledge* about particular groups. A knowledge of various cultures is still considered an essential weapon in the fight against prejudice, but in today's schools we are going a step further. We are trying to provide situations which are conducive to interaction—and to provide experiences which will enable members of various backgrounds to work together constructively and satisfyingly. Children are also helped, within the limits of the teachers' knowledge and skill, to try to understand their own attitudes and beliefs as well as the *causes* of group tensions and conflicts.

Because the field of intergroup relations is almost limitless, teachers without previous training hardly know where to begin. An understanding of child development and personality dynamics is of course a prerequisite to an understanding of intergroup relations. However, since most teachers now have considerable training in the broad field of personal development, and since there are many reading lists available in this area, this bibliography contains only those books which specifically stress various aspects of *intergroup relations*. Since a knowledge of the causes of prejudice is necessary if teachers are making an effort

to overcome it, we have listed a good many books on this subject. Some are profound and technical, others simple and general. Any of the books written chiefly by laymen may suffer from the shortcomings of "popular appeal" literature, yet sometimes such books give us our first interest in a new field.

Teachers, of course, should understand the *mores* and problems of the many culture groups that make up our country, not only so they may help children who come from these groups, but so that they may help all children understand and appreciate each other. One whole section of the present bibliography deals with Negroes because the Negro has suffered so severely from prejudice and discrimination in American life. Books on the European immigrant and his problems are also listed. We believe that an understanding of the immigrant of the early 1900's and of the mistakes made by the "Old Americans" in receiving him may prevent us from making the same mistakes in relation to the Puerto Ricans, Mexicans and other newcomers. Several books on the American Indian are also included.

Since prejudice against religious groups still exists in America, one section of the bibliography lists books concerned with religions. Even where prejudice does not exist there is incredible ignorance regarding the religious beliefs of our neighbors. It is impossible here to suggest material on all the religions of America, but teachers may consult the clergymen in their communities in order to obtain knowledge of the religious beliefs that local children and families hold.

The largest section of the bibliography is devoted to books specifically designed to aid teachers in the guidance of children, in curriculum planning, and in classroom instruction so that the total school program will be focussed on development of better human relationships. These books are not of equal value. Some of the suggestions made in the books may seem trivial to those teachers who have given attention to intergroup education for a long period

of time and who realize the size of the task and the uncertainty of its outcome. Other books, especially the newer ones, present a more fundamental and scientific approach and include some of the new techniques for determining attitudes and for changing them. Because of the interest and concern of psychiatry, anthropology, psychology and education for the improvement of human relations, new findings emerge from day to day. We cannot be certain that the means we use today will be the best a year from now, but we *can* at least use what seems to us to be the best today.

It is hoped that this reading list will be helpful to faculty groups which are planning workshops and in-service courses. But as teachers we all know that a reading program alone is not enough. Teachers must begin to work in this field as they would in improving any part of the school program—start with the problems and needs of the children, and with the help of all resources available make their plans for the solution cooperatively.

The 1959 Edition

Since the 1956 edition was printed, literature in the field of human relations has continued to expand. This has been especially true in two areas: i.e., church-state relationships and school desegregation. Consequently more new books have been added to Parts II and V than to the other sections. Certain books listed in the previous editions have been omitted either because they are out of print and difficult to obtain, or the material is out of date, or because newer books may deal with the particular topic more adequately.

PART I

PREJUDICE: CAUSES, PREVENTION AND CURE

ADORNO, T. W. and OTHERS, *The Authoritarian Personality*, Harper & Bros., New York, 1950. 989 p.

Socio-psychological research of the factors which have made possible the rise of the authoritarian type, an analysis of the characteristics of this type and of the conditions that favor its growth. Compiled by experts in sociology, depth psychology, clinical psychology and projective testing. A volume of the *Studies in Prejudice* series.

ALLPORT, GORDON, *The Nature of Prejudice*, Addison-Wesley Press, Cambridge, Mass., 1954. 537 p. (also in paper-back. Anchor Books).

A text type book covering all aspects of prejudice, replete with case material and research studies yet woven together in such a way as to make it interesting reading. The comprehensiveness of the book makes it extremely valuable.

BARUCH, DOROTHY W., *Glass House of Prejudice*, William Morrow, New York, 1946. 205 p.

Prejudice—its effects, causes and possible cures. Clearly and dramatically presented, this book could be profitably used by high school students as well as by adults. The author's treatment of "cures for prejudice" is especially valuable—her evident knowledge of behavior dynamics makes her suggestions practical and realistic.

BERRIEN, F. K., *Comments and Cases on Human Relations*, Harper & Bros., New York, 1951. 500 p.

A description of the "case method" approach to an understanding of human relations. Chapters VI and VII

on attitude formulation and modification present the results of some of the latest scientific studies of attitude change.

BETTELHEIM, BRUNO and JANOWITZ, MORRIS, *Dynamics of Prejudice*, Harper & Bros., New York, 1950. 227 p.

Another of the five studies of the American Jewish Committee, this book should be read by all serious students of the causes of prejudice. Case histories of veterans of World War II.

CHRISTIE, RICHARD and JAHODA, MARIE, (Ed.), *Studies in The Scope and Method of The Authoritarian Personality*, Free Press, Glencoe, Ill., 1954. 279 p.

Readers of *The Authoritarian Personality* (1950) included in the 1953 bibliography should read this critical analysis of the methods and conclusions of that important research into the relation between prejudice and personality. Five social scientists, including one of the authors of *The Authoritarian Personality*, have contributed to this evaluation which is important because of the tremendous influence of the study in question. The criticism is frank to the point of annihilating many of the conclusions of the original book. However, the main thesis still stands—there is a personality type which is rigid and fearful and which tends to be prejudiced. The investigations and research will continue, helped immeasurably by the discussion presented here.

CLARK, KENNETH B., *Prejudice and Your Child*, Beacon Press, Boston, 1955. 151 p.

The psychological studies which are cited in this book were among those cited by the Supreme Court to refute the claim that separate but equal schools are adequate. The problem of prejudice, its causes, symptoms and results, is discussed in Part I; Part II proposes a program of action for parents, schools, churches and social agencies.

GOODMAN, MARY ELLEN, *Race Awareness in Young Children*, Addison-Wesley Press, Cambridge, Mass., 1952. 280 p.

An intensive study of the nature of race awareness and the "personal and social contact in which it develops." 103 children of nursery school age were observed in play, interviewed and tested. The data was assembled on a case study basis. Miss Goodman finds that racial prejudice begins early. Her suggestions for correcting it, however, are not based on as extensive data as the Trager study, and she seems to put undue emphasis on the "color" aspect of racial differences.

HARTLEY, EUGENE, *Problems in Prejudice*, Kings Crown Press, New York, 1946. 124 p.

A study of the attitudes of college students. Challenges some of our more commonly accepted beliefs.

HIRSH, SELMA, *The Fears Men Live By*, Harper & Bros., New York, 1955. 164 p.

A short and easily understood interpretation of the basic findings described in *The Authoritarian Personality*. It is a book that laymen can and will want to read and enjoy.

HUGHES, EVERETT C. and HELEN, *Where Peoples Meet*, Free Press, Glencoe, Ill., 1952. 199 p.

What happens when various groups of people meet and why it happens is discussed in broad perspective as an ever-present and universal human phenomenon. The authors present their ideas and evidence in an original manner and with a sense of urgency. Don't fail to read the appended material—particularly "Principle and Rationalization in Race Relations."

KAGAN, HENRY ENOCH, *Changing the Attitude of Christian Toward Jew. A Psychological Approach Through Religion*, Columbia University Press, New York, 1952. 155 p.

Dr. Kagan reveals the results of an experiment in which three different methods were used in attempting to change attitudes of a group of Christian young people toward Jews. He found that a direct group method, in which students discussed their feelings and attitudes toward Jews, was more effective in reducing prejudice than lectures and discussion about Jewish religious values and culture.

KLINEBERG, OTTO, *Tension Affecting International Understanding*, Social Science Research Council, New York, 1950. 227 p.

A project undertaken by UNESCO to attempt to discover some of the important factors underlying tensions among nations; evaluates the studies of various ethnologists, sociologists, psychiatrists and psychoanalysts on the subjects of (1) personality and nationality (2) national stereotypes (3) attitudes and their modification and (4) influences making for aggression. Also points out areas that need research.

KRECH, DAVID and CRUTCHFIELD, RICHARD, *Theory and Problems of Social Psychology*, McGraw Hill, New York, 1948. 639 p.

A comprehensive and scholarly volume dealing with basic principles of social psychology and their application to current social issues. Chapters V, VI and VII deal with beliefs and attitudes, their development, change and measurement. Chapters XII and XIII are devoted specifically to racial prejudice.

LASKER, BRUNO, *Race Attitudes in Children*, Henry Holt, New York, 1929. 394 p.

A classic study of race attitudes in children. Although much research has been carried on since this book was

written in 1939, much of the data on how attitudes are acquired is still considered sound. However, Part III on classroom methods of developing attitudes should be read with the publishing date in mind. Concerted efforts have been made since then to remove biased material from text books, and thousands of teachers are now deliberately working toward the development of better intergroup relations.

MACIVER, R. M. (ed.), *Civilization and Group Relationships*, Harper & Bros., New York, 1945. 177 p.

Summarizes cogently the most authoritative thinking on group prejudice. The chapter on cultural clashes describes incidents of discrimination against Chinese, Mexicans, Puerto Ricans, Indians and other minority groups in our culture. Other chapters treat discrimination in industry and education.

MACIVER, R. M. (ed.), *The More Perfect Union*, Macmillan, New York, 1948. 311 p.

A study of actual discriminatory practices and an analysis of the situations which may tend to promote them. Focuses on sociological rather than psychological methods of eliminating prejudice. A good distinction is made between types of prejudice.

TRAGER, HELEN G. and YARROW, MARIAN RADKE, *They Learn What They Live*, Bureau for Intercultural Education Series, Harper & Bros., New York, Revised edition, 1958. 881 p.

Best study of young children in the field. An experiment in intergroup education at the kindergarten and primary level. The study consists of exploration, through projective techniques, of the beliefs and feelings of children toward racial and religious groups, and a controlled experiment in changing their attitudes.

ROSE, ARNOLD M. (ed.), *Race Prejudice and Discrimination: Readings in Intergroup Relations in the United States*, Alfred Knopf, New York, 1951. 605 p.

A carefully selected collection of 58 articles dealing with minority problems. The first section covers historical origins and present status of various problems; part two gives accounts of discrimination; part three deals with minority reactions to discrimination; part four analyzes causes, and part five offers solutions. Material on Americans of Oriental background is included.

SIMPSON, GEORGE and YINGER, MILTON, *Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination*, Harper & Bros., New York, Rev. ed. 1958. 881 p.

This impressive analysis of racial and cultural relations in the United States is without doubt the best in the field. Although based on the soundest scholarship, the book is written in a style which is easily understood by laymen. Causes, consequences and the reduction of prejudice are discussed and the latest research in the area is evaluated. The social structure of minority groups, particularly the Negro and Jewish groups, is treated comprehensively with attention given to economic status, family patterns and education. The only part of the book that appears inadequate is the part devoted to school programs in intercultural education where the authors have failed to include much of the excellent material from the American Council study.

WILLIAMS, ROBIN M., *The Reduction of Intergroup Tensions*, Social Science Research Council, New York, 1947. 153 p.

It is important for teachers to be aware of the degree of effectiveness and of the limitations of the many techniques employed in attempting to resolve intercultural conflicts. Mr. Williams not only summarizes and appraises the research, but analyzes basic assumptions

underlying the various action programs and proposes new research to test these assumptions.

WITMER, HELEN LELAND and KOTINSKY, RUTH, *Personality in the Making*, The Fact Finding Report of the Mid-Century White House Conference on Children and Youth, Harper & Bros., New York, 1952. 454 p.

Chapter VI on the effects of prejudice and discrimination on children and youth gives brief but cogent summaries of the many and conflicting research studies. Chapter VIII which describes cultural behavior patterns of children from various ethnic groups should be especially helpful to teachers.

PART II

RELIGION: **UNDERSTANDING RELIGIOUS GROUPS, CHURCH AND STATE, RELIGION AND EDUCATION**

ASHBY, PHILIP H., *The Conflict of Religions*, Charles Scribner's Sons, New York, 1955. 225 p.

An attempt to present an understanding of the present conflict among the major religions. Christianity, Islam, Hinduism and Buddhism have been selected because of their significance in the world today. It is the author's hope that these religions can cooperate to the extent that they will become a combined witness which will arise from a unity of purpose and general conviction and not from a uniformity of thought and practice.

BEACH, FRED F. and WILL, ROBERT F., *The State and Non-Public Schools*, U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C., 1958. 152 p.

Statistical and legal material dealing with the state's responsibility for non-public educational institutions. Summaries of laws in each of the separate states.

BENNETT, JOHN, *Christians and the State*, Charles Scribners Sons, New York, 1958. 297 p.

A leading Protestant theologian describes the Christian's relationship to the state. Part one deals with Christianity in a pluralistic society, part two is a theoretical analysis of the concept of authority and the doctrine of man, part three discusses current Church-State problems in the United States.

BERNSTEIN, PHILIP S., *What the Jews Believe*, Farrar, Straus and Cudahy, New York, 1951. 112 p.

Brief interpretation of Jewish holidays, their derivation and meaning as well as a compressed summation of Judaism, its elements of faith, its goals and its hopes.

BLUM, VIRGIL C., *Freedom of Choice in Education*, The Macmillan Company, New York, 1958. 230 p.

A plea for direct public subsidy to independent school children and college students.

BRADEN, CHARLES SAMUEL, *These Also Believe*, Macmillan, New York, 1949. 491 p.

Deals with cults and minority religious groups in America, presenting the history, the distinctive religious ideas, the areas of agreement and disagreement with normative Christian beliefs, the form of organization and basic motivation of each.

BROWN, NICHOLAS (ed.) *The Study of Religion in the Public Schools—An Appraisal*, American Council on Education, Washington, D.C., 1958. 229 p.

The report of conferences of the American Council on Education. Of particular interest to teachers are the papers on ways of dealing with religious content in the teaching of American history. The recorded discussion, following the paper on legal aspects of religious education, takes up the observance of religious holidays in the schools and other controversial issues.

Catholicism in America, Edited by *Commonweal* Magazine, Harcourt, Brace, New York, 1954. 242 p.

A collection of articles published in *Commonweal*, a magazine edited by lay Catholics. The essays deal with the politics, education, science, literature and other aspects of current life in America. Two articles are by non-Catholics and are excellent fair-minded analyses of some of the causes of Catholic-non-Catholic relationships. This book should be especially interesting

to all persons interested in the relationship between the Catholic religion and social thought.

COGLEY, JOHN (ed.), *Religion in America—Original Essays on Religion in a Free Society*, Meridian Books, Inc., New York, 1958. 288 p.

Eleven talks given at a seminar sponsored by the Fund for the Republic. Individually "representing Protestantism, Catholicism, Judaism and various shades of non-belief" these men came together to discuss their common concern for a free American society. As they evaluated the conference they agreed that they had much more in common than they had realized and that they had acquired a far deeper understanding of their differences. Never in the history of our country has a group of such renowned scholars in the field of religion talked together so frankly. Each essay is worth pondering by all concerned with the future of our pluralistic society.

CRANSTON, RUTH, *World Faiths*, Harper & Bros., New York, 1949. 193 p.

Miss Cranston explains the basic principles of seven religious groups in the United Nations: Hindu, Moslem, Buddhist, Confucianist, Taoist, Christian and Jew. Written in simple language, the book sketches the lives of the founders of these groups, relates the beliefs of each to the social life of its people, and points out the common denominators.

CROSS, ROBERT D., *The Emergence of Liberal Catholicism in America*, Harvard University Press, Cambridge, 1958. 328 p.

A glance at the extensive documentation in this volume shows this non-Catholic author's sincere attempt to trace the development of Catholic liberal thought and action in America. He discusses the different points of view among the clergy, the adjustment of immigrant groups to Protestant-oriented America, and current trends in liberal Catholic thought.

DILLENBERGER, JOHN and WELCH, CLAUDE, *Protestant Christianity—Interpreted Through Its Development*, Charles Scribner's Sons, New York, 1954. 340 p.

This book was written at the request of the National Council on Religion in Higher Education in response to the "need for a single book which would make available to intelligent laymen a deepened understanding of Protestant Christianity." The authors have stressed historical development and have emphasized those movements and men most significant to the growth of distinctive religious ideas and forms.

DUNN, WILLIAM KAILER, *What Happened to Religious Education? The Decline of Religious Teaching in the Public Elementary School, 1776-1861*, Johns Hopkins Press, Baltimore, 1958. 346 p.

A thoroughly documented study of the practices, laws and controversies relating to the teaching of religion in the public school during the first century of our country's history.

ELLIS, JOHN TRACY, *American Catholicism*, University of Chicago Press, Chicago, 1956. 207 p.

Historical development of the Catholic church in America from colonial times to the present as it touched upon social and political issues of each period. One of the University of Chicago "History of American Civilization" series. See also *American Judaism*, by Glazer. *American Protestantism* will be published shortly.

FINKELSTEIN, LOUIS, (ed.), *The Jews, Their History, Culture and Religion*, Harper and Bros., New York, 1949. Two Vols. 1431 p.

Scholars from the fields of religion and the social sciences have contributed to this comprehensive study. Of particular interest to teachers is Chapter 35 on the *beliefs and practices* of the Jewish religion.

GLAZER, NATHAN, *American Judaism*, The University of Chicago Press, Chicago, 1957. 175 p.

Like the Ellis book on American Catholicism, this is a history of Jews in America. It discusses the problems of adjustment to American life, and the various points of view among the Jews themselves regarding this adjustment.

GORDIS, ROBERT, *Judaism for the Modern Age*, Farrar, Straus, and Cudahy, New York, 1955. 368 p.

Dr. Gordis of the Jewish Theological Seminary explores the present status of the American Jewish Community and suggests some of the ways that Jews can contribute to the solution of today's problems. He believes that the "only sound program for Jewish survival in America" lies in the "recognition of the centrality of religion in the organic pattern of Judaism."

GORDIS, ROBERT and OTHERS, *Religion and the Schools*, The Fund for the Republic, New York, 1959. 96 p.

Four points of view regarding the role of the parochial schools, and religious teaching and observances in the public schools.

GRAEBER, ISACQUE and BRITT, S. H. (eds.), *Jews in a Gentile World*, Macmillan, New York, 1942. 436 p.

An examination of anti-Semitism by psychologists, sociologists, anthropologists and others.

GRAHAM, DOM A., *Catholicism and the World Today*, David McKay Co., Inc., New York, 1951. 234 p.

Widely known in England as a lecturer and now living in the U.S., Dom Graham has explored those aspects of Catholicism which relate to present day political and social life—particularly the relationship of the Church to democracy.

HENRY, VIRGIL, *The Place of Religion in Public Schools*, Harper and Bros., New York, 1950. 164 p.

The purpose of this study was to offer guidance to communities desiring to experiment with the objective teaching of religion in the public schools. The author draws his suggestions not only from previously published materials, but also from accounts of programs sent to him by three hundred educators and religious leaders.

HERBERG, WILL, *Protestant, Catholic and Jew*, Doubleday, New York, 1955. 320 p.

Reinhold Niebuhr says of this book "The most fascinating essay of the religious sociology of America that has appeared in decades . . . Students will be discussing this interesting study for a long while."

KANE, JOHN J., *Catholic Protestant Conflicts in America*, Regnery, Chicago, 1955. 244 p.

A thorough analysis of the controversial issues that are the root of interreligious tensions today. The author, who is an eminent sociologist, considers every problem of intergroup relations as two-sided. The result is a book that is as objective as it is interesting.

LAFARGE, JOHN, *The Manner Is Ordinary*, Harcourt, Brace, New York, 1954. 408 p.

In a reading list on intergroup relations, this book will serve two purposes. As an autobiography of a Jesuit priest, it will give non-Catholics an understanding of the preparation for and work of the priesthood. And as an account of Father LaFarge's work in the field of Negro-white relations it points up not only the problems encountered but the slow steady progress in interracial justice and friendship.

MARITAIN, JACQUES, *A Christian Looks at the Jewish Question*, Longmans, Green, New York, Toronto, 1939. 90 p.

A brief but powerful and prophetic discussion of anti-Semitism manifest in many European countries in

1939. The author, a distinguished Catholic scholar, states the position he believes should be taken by those who profess Christianity.

MILLER, WILLIAM, and OTHERS, *Religion and the Free Society*, The Fund for the Republic, New York, 1959. 108 p.

A pamphlet in the series of the Fund for the Republic's study of basic issues underlying a free society. In addition to theoretical discussions of the religious tensions in America there is an analysis of constitutional interpretations dealing with establishment and free exercise of religion.

ONG, WALTER, *American Catholic Crossroads*, Macmillan, New York, 1959. 160 p.

Six essays treating the "religious-secular" dialogue. Of particular interest are the pieces devoted to the strengths and weaknesses of Catholic education. Father Ong explains the reasons for the lack of scholarship among American Catholics and bluntly states that the Church is committed to the pursuit of knowledge in all areas.

PHENIX, PHILIP, *Religious Concerns in Contemporary Education*, Teachers College, Columbia University, New York, 1959. 108 p.

"The perspective here suggested should prove useful as a theoretical foundation for considering the place of religion in all types of schools—public and private, religious and secular, lower and higher." (From the foreword).

PIEPER, JOSEPH and RASKOB, HENRY, *What Catholics Believe*, Parthenon Press, New York, 1951. 112 p.

A straightforward explanation of the doctrines of the Catholic Church as they relate to the everyday lives of members. Dogma, sacraments, liturgy and devotions are discussed.

SEBALY, A. L., (ed.), *Teacher Education and Religion*, The American Association of Colleges for Teacher Education, Oneonta, New York, 1959. 292 p.

A grant from the Danforth Foundation made possible this study of religion in teachers' colleges. Over a period of five years seminars and conferences were held, curriculum experimentation was carried out, and recommendations were made. Several chapters are devoted to teaching about religion in the fields of social science, the humanities, and natural science.

STUBER, STANLEY I., *Primer on Roman Catholicism, An Appraisal of the Basic Differences Between the Roman Catholic Church and Protestantism*, Association Press, New York, 1953. 276 p.

An analysis and appraisal of Roman Catholicism from the Protestant viewpoint. Includes beliefs and practices of Catholicism as well as areas of Protestant-Catholic conflict.

SWEET, WILLIAM WARREN, *The Story of Religion in America*, Harper & Bros., New York, 1950. 492 p.

A completely revised and up-to-date edition of a standard work in the field of religious history which was originally published in 1930. The religious aspects of our national life are here related to the political, economic and social factors of the times, starting with the European background of the colonizing groups and ending in 1950.

TAVARD, GEORGE, *The Catholic Approach to Protestantism*, Harper & Bros., New York, 1955. 160 p.

The author of this enlightening and hopeful book believes that each religious group "while remaining faithful to its own conscience—should try to promote co-operation." The first step in such an effort is mutual understanding. The basic differences in doctrines and practices of Protestants and Catholics are explained with a thoroughness and objectivity seldom found in books of this kind. Although the treatment of this

question should be particularly helpful to Catholics who lack knowledge of the creeds of their Christian brothers, it will also be encouraging to Protestants to read this fair presentation of beliefs and the plea for Christian unity by a Catholic priest.

WALTER, ERICH (ed.), *Religion and the State University*, The University of Michigan Press, Ann Arbor, 1958. 321 p.

A significant collection of points of view on the place of religion in the state university. The essays probe deeply into the problems and possibilities of including religion in college life and consequently are of interest to others than those in the teaching profession. The authors include Theodore Green, G. E. Hutchinson, George Shuster, John Courtney Murray and Will Herberg.

WILLIAMS, J. PAUL, *What Americans Believe and How They Worship*, Harper and Bros., New York, 1952. 400 p.

"An attempt to describe the spiritual forces now playing an important role in the United States; . . . the intricacy of the spiritual problem which faces the American people and points of view from which to attack this problem."

The traditional religions are accorded the greater amount of space but the author, believing that organized religion is not the whole of it in American life, devotes some space to the humanists, and also to some schools of thought such as nationalism, atheism, hedonism, etc. which he calls "non-ecclesiastical spiritual movements."

PART III

RACE: UNDERSTANDING THE CONCEPT OF RACE*

BENEDICT, RUTH, *Race, Science and Politics*, Viking Press, New York, 1945. 273 p.

Examines the meaning of the concept of race, and describes the history of racism with particular reference to racial hatred in our time.

BENEDICT, RUTH, *Patterns of Culture*, Houghton Mifflin, Boston, 1934. 291 p. Penguin Book, New York, 1946. (Reprint).

A classic study of three cultures by a noted anthropologist. Emphasis on socio-psychological problems within the cultures.

BOYD, WILLIAM, *Genetics and the Race of Man*, Little, Brown, Boston, 1950. 453 p.

The most recent scientific information regarding genetics and races. Detailed.

KLINEBERG, OTTO, *Race Differences*, Harper & Bros., New York, 1935. 367 p.

In spite of its date, this is a useful summary of biological, psychological and psychometric evidence in the matter of race and mental ability. The scientific position that no inherent racial differences in mental ability can be found is well presented.

KLUCKHOHN, CLYDE, *Mirror for Man*, McGraw Hill, New York, Toronto, 1949. 313 p.

Intended for the layman, written in popular style with-

* See also Part V for additional references on race relations.

out documentation. Good beginning for those without a background in anthropology. Chapter VI discusses "Race: The Popular Myth."

MONTAGU, ASHLEY, *Man's Most Dangerous Myth; The Fallacy of Race*, Columbia University Press, New York, 1945. 304 p.

A brilliant summary of scientific information and moral issues surrounding the "myth" of race. An excellent foreword by Aldous Huxley.

MONTAGU, ASHLEY, *Statement on Race*, Henry Schuman, New York, 1951. 172 p.

Each paragraph of the UNESCO statement on race is amplified and interpreted. Good for high school students. Contains the Declaration of Human Rights and a good bibliography.

What Is Race? Evidence from Scientists. A UNESCO Publication, United Nations Scientific and Cultural Organization, International Documents Service, Columbia University Press, New York, 1952. 87 p.

Attractive booklet replete with pictographs. The compilers have had to over-simplify to cram their genetic, hemophilic, and other scientific data into 87 pages. Could be used as illustrative material along with a more detailed study such as Boyd's.

PART IV

ETHNIC GROUPS — IMMIGRATION

BERNARD, WILLIAM and ZELNY, HENRY, (eds.), *American Immigration Policy, A Re-Appraisal*, Harper & Bros., New York, 1950. 341 p.

A broad survey of the background of our immigration regulations. Examines the results of the quota system and the effects of immigration on population trends. Fine statistical material.

BROWN, FRANCIS and ROUCEK, J. S. (ed.), *One America*, Prentice Hall, New York, 1945. 717 p.

The second edition of this now classic volume on minorities in the United States. It presents minority-group problems and gives factual data on each group. The last part of the book deals with trends in intercultural education.

DAVIE, MAURICE, *Refugees in America*, Harper & Bros., New York, 1947. 453 p.

A publication of the Committee for the Study of Recent Immigration from Europe, with the cooperation of many agencies of national refugee organizations, containing quantitative as well as qualitative data on the adjustment of the refugees and of their effect on American society.

FEY, HAROLD and McNICKLE, D'ARCY, *Indians and Other Americans—Two Ways of Life Meet*, Harper and Brothers, New York, 1959. 220 p.

Describes the status of the American Indian today, evaluates government policy, and makes suggestions for future action.

GITTLER, JOSEPH B., *Understanding Minority Groups*, John Wiley and Sons, New York, 1956. 139 p.

A compilation of papers from an institute at the University of Rochester. The lead paper is on the philosophic and ethical aspects of group relations. The other papers discuss the following minority groups: Catholics, Indians, Jews, Negroes, Japanese Americans and Puerto Ricans.

GRIFFITH, BEATRICE, *American Me*, Houghton Mifflin, Boston, 1947. 341 p.

A book about Mexican-American children in California by a social worker who wrote from first hand experience. Stories are used to point up the sociological, economic and historical factors involved. Engrossing, moving and informational.

HANDLIN, OSCAR, *Adventure in Freedom*, McGraw Hill, New York, 1954. 282 p.

A narrative history of three centuries of Jewish life in America written by a Pulitzer Prize-winning historian. Professor Handlin underscores the effect of democracy and freedom on immigrants who had known neither and gives an absorbing account of the development of Jewish life and of Jewish leaders.

HANDLIN, OSCAR, *The American People in the Twentieth Century*, Harvard University Press, Cambridge, 1954. 244 p. (The Library of Congress Series in American Civilization).

Oscar Handlin has told here the story of the various ethnic groups of the United States—where they came from, why they settled where they did, the problems they faced and the solutions and adjustments they adopted. The impact of the two World Wars, the depression and the New Deal, is told in terms of effect upon the different groups. The book ends on a note of hope as one sees the progress that has been made in the last twenty years.

HANDLIN, OSCAR, *The Uprooted*, Little, Brown, Boston, 1951. 310 p.

A new approach to the study of immigration. The author writes of the hopes and desires of the immigrants and how they were affected by life in America.

HIGHAM, JOHN, *Strangers in the Land, Patterns of American Nativism 1860-1925*, Rutgers University Press, New Brunswick, New Jersey, 1955. 431 p.

In this interesting and rewarding volume, Mr. Higham, who teaches history at Rutgers University, tells the unpleasant story of fear and prejudice in America over the last one hundred years; a general history of the anti-foreign spirit which the author defines as nativism. Popular attitudes toward immigration and the development of legislation to restrict immigration are the underlying themes in this important story of 100% Americanism and the hostility of American nationalists toward most of the European and Asiatic immigrants in general and the Jews and Roman Catholics in particular. Useful bibliography.

HUTCHINSON, E. P., *Immigrants and their Children*, John Wiley and Sons, New York, 1956. 391 p.

Census data on immigrants and their children in the population and labor force prepared for the Social Science Research Council. Teachers frequently need this accurate and up-to-date information.

JAWORSKI, IRENE D., *Becoming American*, Harper & Bros., New York, 1950. 113 p.

This book describes the immigrant's difficulties in adjusting to new ways of life, the reasons why hostilities develop between "green horns" and native Americans, the conflicts that commonly arise between immigrant parents and their American-born children. The book would be valuable both for adult and high school use.

LEIGHTON, ALEXANDER HAMILTON, *The Governing of Men*, Princeton University Press, Princeton, 1945. 404 p.
An anthropological study of relocation of Japanese-Americans during World War II.

MILLS, C. WRIGHT, SENIOR, CLARENCE, and GOLDSSEN, ROSE KOHN, *The Puerto Rican Journey*, Harper & Bros., New York, 1950. 238 p.

The Puerto Ricans who have migrated to New York City and their reactions to life in the metropolis. The authors obtained their information from extensive interviews. They describe who these immigrants are, why they came, what their migration has meant to them economically and culturally, how well they adapt, and what their conflicts are.

PADILLA, ELLEN, *Up from Puerto Rico*, Columbia University Press, New York, 1958. 317 p.

Written by an anthropologist and based on two and a half years of intensive field work, this book provides a detailed description of ways of life and changing culture of Puerto Ricans in a New York City slum. A definitive study of Puerto Ricans in New York written for the general public.

RAND, CHRISTOPHER, *The Puerto Ricans*, Oxford University Press, New York, 1958. 178 p.

A lively description of the impact of Nueva York on some 600,000 Puerto Ricans (and vice versa) which originally appeared in the *New Yorker* magazine. Interesting and informative, although necessarily touching only the high spots.

SCHERMERHORN, R. A., *These Our People*, D. C. Heath, Boston, 1949. 540 p.

A text book written in a style which will appeal to laymen. The author describes the adjustment problems of the larger minority groups in America, giving enough historical background to illuminate the problems. The

last section examines current intergroup programs and policies.

TUCK, RUTH D., *Not With the Fist*, Harcourt, Brace, New York, 1946. 234 p.

This is a dramatic and rich account of Mexican-American life in a Southwest city.

TYLER, POYNTZ (ed.), *Immigration and the United States*, The Reference Shelf, Vol. 28, No. 1, H. W. Wilson, New York, 1956. 201 p.

This readily available reference includes a collection of articles from periodicals on our immigration policy. Several pieces relate to the McCarran-Walter Act of 1952.

WAGLEY, CHARLES and HARRIS, MARVIN, *Minorities in the New World—Six Case Studies*, Columbia University Press, New York, 1958. 320 p.

Based in part upon studies prepared by UNESCO, this book extends our knowledge of situations of selected minority groups in Brazil, Mexico, Martinique, Canada and the United States. Contains historical backgrounds.

WALTER, PAUL A. F., JR., *Race and Culture Relations*, McGraw Hill, New York, 1952. 482 p.

A comprehensive text for college students. Includes theories of race and culture, surveys of cultural groups and their problems, discussion of conflicts between groups. There is a chapter on Orientals and one on Spanish-speaking Americans—groups too often neglected in studies of this kind.

WARNER, W. LLOYD and SROLE, LEO, *The Social Systems of American Ethnic Groups*, Yale University Press, New Haven, 1945. 318 p.

This third volume in the Yankee City Series is a detailed study of the social, economic and religious patterns of ethnic groups in "Yankee City," an old New

England community. The groups studied include the Irish, Jews, Poles, French-Canadians and Greeks, and the effect of the larger and older American community upon their traditions and customs.

PART V

THE NEGRO IN AMERICAN LIFE

ASHMORE, HARRY S., *The Negro and the Schools*, University of North Carolina Press, Chapel Hill, 1954. 288 p*

This volume is a summary of the findings of forty-five scholars in the whole field of bi-racial education in the United States. The emphasis is on statistical analysis of schools and population.

BROWN, INA CORRINE, *Race Relations in a Democracy*, Harper & Bros., New York, 1949. 205 p.

A challenging book on Negro-white relations in the United States today. Particularly good section devoted to a summary of goals to be achieved, with concrete suggestions for achieving these goals. Written especially for high school students.

DAVIE, MAURICE, *Negroes in American Society*, McGraw Hill, New York, 1949. 542 p.

A college textbook replete with statistical and descriptive material on the status of the Negro in American life.

DRAKE, ST. CLAIR and CAYTON, HORACE R., *Black Metropolis*, Harcourt, Brace, New York, 1945. 809 p.

Negro life in Chicago examined in sociological and anthropological detail to find "To what degree the Negro is subordinated and excluded in relation to white people, the mechanisms by which the system is maintained, and how the lives of Negroes reflect this subordination and exclusion." An important book.

* See also Part VII for additional books on desegregation.

FRAZIER, FRANKLIN E., *Race and Culture Contacts in the Modern World*, Alfred A. Knopf, New York, 1957. 338 p.

An historical interpretation of geographic, economic, political and social aspects of racial and cultural contacts by a foremost authority.

GINZBERG, ELI, *The Negro Potential*, Columbia University Press, New York, 1956. 144 p.

A fund of information on the current status of the Negro in the areas of occupational opportunities, educational preparation and the Armed Services.

KING, MARTIN LUTHER, *Stride Toward Freedom—The Montgomery Story*, Harper and Brothers, 1958. 230 p.

The moving account of the "non-violence" protest against segregation on busses in Atlanta.

MYRDAL, GUNNAR, *An American Dilemma, The Negro Problem and Modern Democracy*, (Rev. Ed.), Harper & Bros., New York, 1944. 1483 p.

This monumental study by a Swedish sociologist is the most comprehensive and profound analysis of the Negro in American life. The chapter on value formation is particularly significant and challenging.

NICHOLS, LEE, *Break Through on the Color Front*, Random House, New York, 1954. 235 p.

This is the story of one of the most significant racial developments in modern American history—an achievement in human relations that has up until now been shrouded in strict military secrecy—complete racial integration of all service men in all branches of our armed forces. The author, a newspaper writer, was given access to government documents never before publicized in addition to visiting army, navy, marine and air force bases, questioning officers and service men, both Negro and white, and observing the non-segregation program in operation.

PIERCE, TRUMAN M.; KINCHELOE, JAMES B.; MOORE, R. EDGAR; DREWRY, GALEN N.; CARMICHEL, BENNIE E., *White and Negro Schools in the South*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1955. 332 p.

A full-scope comparison of white and Negro schools in the South presented by five Southern educators who cover the historical background of bi-racial education, consider the attitudes and beliefs prevalent in the South, analyze the effect of the recent Supreme Court decision barring racial segregation in the schools, state the present educational problems and suggest solutions for these problems. An A-1 reference book.

ROSE, ARNOLD, *The Negro in America*, Harper & Bros., New York, 1948. 325 p.

A condensation of Gunnar Myrdal's *An American Dilemma*, this volume by Arnold Rose meets the demand for a text shorter than the original but containing the gist of its information and thought.

ROWAN, CARL, *South of Freedom*, Alfred Knopf, New York, 1952. 270 p.

A Negro newspaper reporter from the Minneapolis Tribune tells of changes in the South since 1943. Traveling over 6,000 miles, he recounts his experiences in segregated areas, cites the progress that has been made and tells of the numerous problems still to be solved.

SWANSON, ERNST W. and GRIFFIN, JOHN A., *Public Education in the South Today and Tomorrow*, University of North Carolina Press, Chapel Hill, 1955. 137 p.

A brief handbook of basic data on Southern schools and the South as they are today and as they can be in the next decade. Sixty-four tables with explanatory comments present in summary form much of the statistical information contained in "White and Negro Schools in the South."

WHITE, WALTER, *How Far the Promised Land*, Foreword by Ralph Bunche, Viking Press, New York, 1955. 244 p.

"The job of curing and preventing man's mistreatment of another man because of his race or color . . . is not done. But we are on our way." Thus Mr. White, for many years Executive Secretary of the National Association for the Advancement of Colored People, concludes this heartening account of the progress made by the American Negro during the past fifteen years.

PART VI

CLASS

BARBER, BERNARD, *Social Stratification*, Harcourt, Brace and Company, New York, 1957. 540 p.

A comprehensive examination of the theory and research in social stratification. Indication of social position, the impact on socialization and personality, and the whole problem of social mobility are extensively reported and analyzed. This is probably the most conclusive book in the field.

BENDIX, REINHARD and LIPSET, SEYMOUR, *Class, Status and Power; A Reader in Social Stratification*, Free Press, Glencoe, Ill., 1953. 725 p.

A collection of writings on social class from Aristotle through Adam Smith to Hollingshead and Warner.

CUBER, JOHN F. and KENKEL, WILLIAM F., *Social Stratification in the United States*, Appleton-Century-Crofts, Inc., New York, 1954. 359 p.

This analysis of the studies in social class structure is less vigorous than the works of Barber and Kuhl, but it examines in individual chapters the main community studies and thus lends itself to selective reading by those unacquainted with all of the works in the field.

DAVIS, ALLISON, *Social Class Influences on Learning*, Harvard University Press, Cambridge, 1948. 100 p.

A significant review of problems involved in assessing Social-class effects on mental ability. Stimulating criticism of standard intelligence test interpretation.

GORDON, MILTON M., *Class in American Sociology*, Duke University Press, Durham, North Carolina, 1958. 281 p.

A critical analysis of the concepts and methods employed in research in social class. The work of Sorokin, the Lynds, Warner and many others is examined carefully and a system of social class analysis is presented.

HOLLINGSHEAD, AUGUST, *Elmtown's Youth*, John Wiley, New York, 1949. 480 p.

Every high school teacher should read this analysis of how social class structure conditions the behavior patterns of 735 adolescents in a small midwestern town. Describes the way in which the high school program re-inforces the class structure of the community.

KAHL, JOSEPH A., *The American Class Structure*, Rinehart and Company, Inc., New York, 1957. 310 p.

A synthesis of the research findings concerning the American class structure. It includes sections in the classical theorists such as Marx and Weber, the field studies of the Lynds, Warner and Hollingshead, and concludes with an examination of the role of education in social mobility.

MAYER, KURT B., *Class and Society—Short Studies in Sociology*, Doubleday and Company, Garden City, N. Y., 1955. 88 p.

A brief summary of the main findings of the research in social class presented in a conceptual structure that clarifies the problems in the area and provides a means of organizing the often confusing or contradictory ideas used by research workers.

STENDLER, CELIA, *Children of Brasstown*, University of Illinois Press, Urbana, 1949. 103 p.

A study of the awareness of symbols of social class by children in elementary school. The results show that awareness of class develops gradually over a period

of years and is an integral part of the whole developmental process.

SUTHERLAND, ROBERT, *Color, Class and Personality*, American Council on Education, Washington, 1942. 135 p.

Concluding, summary volume of an important series of studies of adolescent Negroes. Sponsored by the American Youth Commission.

WARNER, W. LLOYD, MEEKER, M., and EELS, KENNETH, *Social Class in America*, Science Research Associates, Chicago, 1949. 274 p.

The author of the classic Yankee City Series summarizes techniques for identification of social class. A final chapter comments on some of the basic books relating to social class.

WARNER, W. LLOYD and OTHERS, *Democracy in Jonesville*, Harper & Bros., New York, 1949. 313 p.

A study of the social strata of a typical American town to discover factors that control individual and group behavior. Describes how attitudes of equality and aristocracy are reconciled in thought and action.

PART VII

WHAT SCHOOLS AND COMMUNITIES CAN DO

ABRAMS, CHARLES, *Forbidden Neighbors*, Harper & Bros., New York, 1955. 404 p.

A study of prejudice in housing, written by a pioneer in the movement for better housing, this book focuses on the problem of discrimination and the growth of prejudice. Important for school people to read since segregated housing usually results in segregated schools.

BRAMELD, THEODORE, *Minority Problems in the Public Schools; A Study of Administrative Policies and Practices in Seven School Systems*, Harper & Bros., New York, 1946. 264 p.

This study financed by the Julius Rosenwald Fund was the first attempt to analyze scientifically the administrative practices of education as they relate to minority problems. Dr. Brameld stimulated a selected group of school systems to study their own practices particularly in relation to adult education, parent teacher associations, and the school program.

BROWN, SPENCER, *They See for Themselves, A Documentary Approach to Intercultural Education*, Harper & Bros., New York, 1945. 147 p.

The author describes intercultural research projects with high school students who dramatized their findings through documentary plays. The roles of the teacher, student and community are discussed and the problems are analyzed.

CARMICHAEL, OMER and JAMES, WELDON, *The Louisville Story*, Simon and Schuster, New York, 1957. 169 p.

The story of successful de-segregation in Louisville, Kentucky, as told by the Superintendent of Schools.

COLE, STEWART G. and MILDRED W., *Minorities and the American Promise*, Harper & Bros., New York, 1954. 319 p.

One of the Bureau for Intercultural Education series "Problems of Race and Culture in American Education". This book gives a comprehensive survey of the cultural history of America, its divisions and its progress toward unity.

One of the best chapters "Social Issues that Test Principles" brings the discussion into the practical application of our social commitments. Full and Fair Employment, Housing, Church Precept and Practice, Community Living are four areas presented by the authors as proving grounds wherein to measure how well we practice what we preach.

COOK, LLOYD ALLEN, *College Programs in Intergroup Relations*, American Council on Education, Washington, 1950. 365 p.

This is the first volume of the College Study in Intergroup Relations sponsored by the Council on Cooperation in Teacher Education of the American Council on Education. Twenty-four colleges participated in planning and carrying out projects and activities in human relations. Schools experimented with ways of helping prospective teachers understand the causes of prejudice and of improving intergroup relations in school and community.

COOK, LLOYD and COOK, ELAINE, *Intergroup Education*, McGraw Hill, New York, 1954. 392 p.

A college textbook by pioneers in the field of intergroup work. After giving a brief description of majority-

minority relations, the author analyzes a number of studies dealing with prejudice existing at various age levels. The major part of the book is devoted to descriptions of the various methods of changing attitudes. The inclusion of case material makes for interesting reading, and should give teachers a sound basis for selecting particular techniques for dealing with intergroup problems. This is one of the few books that gives attention specifically to tensions existing between Protestants and Catholics. However, the material on this subject is too meager to give a completely fair and balanced picture.

COOK, LLOYD ALLEN, *Intergroup Relations in Teacher Education*, American Council on Education, Washington, 1951. 271 p.

An analytical study of intergroup education in colleges and schools of the United States. Second and final volume of the four-year study.

CUMMINGS, HOWARD, (ed.), *Improving Human Relations Through Classroom, School and Community Activities*, National Council for Social Studies, N.E.A., Washington, 1949. 158 p.

A collection of articles dealing with various phases of intergroup education.

DEXTER, HARRIET HARMON, *What's Right with Race Relations*, Harper and Brothers, New York, 1958. 240 p.

A simply written account of progress in race relations replete with interesting examples. Mrs. Dexter, a teacher and counsellor, draws on her many experiences in working with school, church and club groups to bring about integration. One of the few books that frankly discusses interracial marriage. Scholarly and scientific data blended with personal accounts and human interest stories make this a most readable book for the layman.

DUBOIS, RACHEL DAVIS, *Build Together, Americans, Hinds*, Hayden and Eldredge, New York, 1945. 270 p.

Description of an intercultural project which involved the use of the school assembly as a focus for integrating other school activities. Contains an extensive bibliography.

FINEBERG, S. ANDHIL, *Punishment Without Crime, What You Can Do About Prejudice*, Doubleday, New York, 1949. 337 p.

Positive everyday suggestions for helping combat discrimination in employment, housing, education and public facilities. Describes work of various groups devoted to alleviation of prejudice. Does not deal with underlying causes of attitude formation.

Function of the Public School in Dealing with Religion, a report on the exploratory study made by the Committee on Religion and Education, American Council on Education, Washington, 1952. 145 p.

Results of a questionnaire sent to 213 public school systems and 47 chief state school officers in which religion is treated in curricular and extra-curricular programs.

GALLAGHER, BUELL GORDON, *Color and Conscience*, Harper & Bros., New York, 1946. 244 p.

An attempt to bring the problem of color and caste under the scrutiny of an "unsentimental religion." The findings show that evasions and deceptions by which men have sought to accommodate themselves to color and caste are no longer tenable.

GILES, HARRY H., *The Integrated Classroom*, Basic Books, Inc., New York, 1959. 338 p.

The author begins by summarizing the progress that has been made toward school integration in the Southern and border states. He includes the results of a

questionnaire on problems encountered by teachers and administrators. Although the replies are superficial and meager they indicate little actual hostility among students in the classroom, and a general acceptance on the part of teachers.

Another section of the book deals with the more general and theoretical aspects of prejudice and intergroup relations. This last section describes school programs and curricular practices. Bibliographies for teachers and students and a film listing are included.

HILL, HERBERT and GREENBERG, JACK, *Citizen's Guide to Desegregation*, Beacon Press, Boston, 1955. 185 p.

This book was written to help citizens in two ways: in understanding the events leading up to the Supreme Court decision on desegregation of schools, and as a guide to action that will facilitate integration. The chapter, "What Do the Decisions Mean?", gives answers to the questions most frequently asked about the consequences of the Supreme Court's action.

KILPATRICK, WILLIAM HEARD and VAN TIL, WILLIAM, (eds.), *Intercultural Attitudes in the Making*, Ninth Yearbook of John Dewey Society, Harper & Bros., New York, 1947. 246 p.

After a chapter on basic principles of education, a number of authors discuss the social forces which can influence attitude development. Attention is given to the influence of the home, community groups and gangs as well as the school. The chapters on the elementary school deal with basic causes of prejudice and discuss remedies in terms of fundamental concepts of child development.

Learning World Good-Will in the Elementary School, 25th Yearbook, Dept. of Elementary School Principals, N.E.A., Washington, 1946. 368 p.

First hand reports of school activities designed to develop an appreciation of minority groups in our own country and of the peoples of other nations.

LEE, ALFRED McLUNG, *Fraternities Without Brotherhood*, Beacon Press, Boston, 1955. 159 p.

Dr. Lee, who is president of the National Committee on Fraternities in Education, presents the facts about racial and religious discrimination in social fraternities and sororities in American colleges.

Minority Group Segregation and Integration, papers presented at the 82nd Annual Forum of the National Conference of Social Work, Columbia University Press, New York, 1955. 110 p.

This publication is included for two reasons. Three papers are devoted to work being carried on with migratories—probably our most neglected minority—and two papers deal with de-segregation. It is important for teachers to know the work of their related profession, social service.

ROOT, ROBERT, *Progress Against Prejudice*, Friendship Press, New York, 1957. 165 p.

Told with honesty and optimism, these stories portray the fears, courage and faith of people working together to overcome the sin of segregation. Many will be encouraged to read of the progress that is being made by the churches.

RUCHAMES, LOUIS, *Race, Jobs and Politics, The Story of F.E.P.C.*, Columbia University Press, New York, 1953. 255 p.

Here is the history of efforts to date to achieve fair employment practices through legislation. Beginning with the story of the Executive Order of 1941, the book describes the work of the F.E.P.C., its problems and its achievements, and concludes with a brief account of the state laws against discrimination and the efforts being made for permanent national legislation.

SMILEY, MARJORIE, *Intergroup Education and the American College*, Bureau of Publications, Teachers College of Columbia University, New York, 1952. 212 p.

A doctoral study based on analyses of reported policies and activities in 50 colleges. Valuable for college curriculum committees and personnel staffs.

STENDLER, CELIA BURNS and MARTIN, WILLIAM E., *Intergroup Education in Kindergarten — Primary Grades*, Macmillan, New York, 1953. 151 p.

An excellent book for teachers of young children. Gives specific suggestions for developing experiences for classroom study and participation. An appendix contains a well-selected reading list for teachers.

TABA, HILDA and VAN TIL, WILLIAM, (eds.), *Democratic Human Relations; Promising Practices in Intergroup Education*, National Council for Social Studies, 16th Yearbook, Washington, 1945. 366 p.

A wealth of material for teachers of social studies. Ways of highlighting human relations in traditional social studies classes are described as well as accounts of specific intergroup projects. The reading lists for students are well selected.

TABA, HILDA, and OTHERS, *Curriculum in Intergroup Relations: Secondary School*, American Council on Education, Washington, 1950. 168 p.

Good examples of ways in which the secondary school curriculum may be pointed to the development of better human relations. Excellent suggestions for ways of determining the real interests and concerns of adolescents. A good chapter on methods of teaching.

TABA, HILDA and OTHERS, *Elementary Curriculum in Intergroup Relations*, American Council on Education, Washington, 1950. 248 p.

Concrete illustrations of ways to discover the human relationship needs of children and select curriculum

experiences to meet these needs. Particularly good on the development of concepts regarding family and community life. Teachers will find helpful the explanation of the uses of sociograms and of role-playing. The final chapters appraise three types of curriculum planning in various school systems.

TABA, HILDA and ELKINS, DEBORAH, *With Focus on Human Relations: The Story of an Eighth Grade*, American Council on Education, Washington, 1950. 227 p.

Emphasizes the day-by-day processes a teacher may use to help her students grow in understanding themselves and others. Miss Elkins tells how she enriches and changes the traditional English and social studies curriculum through the use of fiction, biography, community study and everyday family experiences.

TABA, HILDA; ROBINSON, JOHN; HALL, ELIZABETH; VICKERY, WILLIAM, *Diagnosing Human Relations Needs*, American Council on Education, Washington, 1951. 150 p.

Describes several devices for diagnosing the concerns and feelings children have about their relationships with others. Examples are given of the teacher's use of diaries, parent interviews, sociometric procedures and other techniques.

TABA, HILDA; BRADY, ELIZABETH HALL; ROBINSON, JOHN T., *Intergroup Education in Public Schools*, American Council on Education, Washington, 1952. 337 p.

The final report of the Intergroup Education project of the A.C.E. Describes ways the project staff worked with school staffs and community to improve intergroup relations in the schools. Particularly valuable for supervisors and curriculum consultants.

TABA, HILDA, *Leadership Training in Intergroup Education. Evaluation of Workshops*, American Council on Education, Washington, 1953. 243 p.

An analysis and appraisal of intergroup workshops.

TABA, HILDA, *School Culture, Studies of Participation and Leadership*, American Council on Education, Washington, 1955. 123 p.

Studies of leadership patterns and group relations in extra-curricular activities.

TIPTON, JAMES H., *Community in Crisis*, Bureau of Publications, Teachers College of Columbia University, New York, 1953. 180 p.

This is the story of interracial conflict which was touched off by an anti-Negro incident in one of the public schools in a mid-Western city and which rapidly spread to the entire community. The author as a consultant for the Bureau for Intercultural Education was on the spot throughout and has given a first hand report of his experiences and also the experiences of several of his colleagues in the Bureau who worked in what is called Central City during the two years of conflict. The story is told in detail with particular emphasis on the attitudes and action of the white leaders and groups in the community since the power to solve the problem lay in their hands. The part played by public school students, teachers and administrators in both cause and cure will be of special interest to teachers because of the recent Supreme Court decision outlawing segregation in the schools.

VAN TIL, WILLIAM and OTHERS, *Democracy Demands It*, Harper & Bros., New York, 1950. 117 p.

After suggesting various approaches to intercultural education, the author describes specific learning experiences. Includes excellent annotated lists of resource materials—films, books, songs, etc.

VICKERY, WILLIAM and COLE, STEWART G., *Intercultural Education in American Schools*, Harper & Bros., New York, 1943. 214 p.

Although workers in the field of intercultural education have gained new insight since this pioneer book was published fifteen years ago, it still stands as a

practical book for teachers, particularly in suggesting ways for helping children acquire knowledge about minority groups.

WEY, HERBERT and CAREY, JOHN, *Action Patterns in School Desegregation—A Guidebook*, Phi Delta Kappa, Inc., Eighth and Union, Bloomington, Indiana, 1959. 276 p.
A report on information secured from 70 public school districts which have de-segregated or had desegregation programs under way. Data was collected on ways of preparing a community for desegregation, and of descriptions of policies and programs in the newly de-segregated schools. Successes and failures, problems and their solutions are frankly and intelligently analyzed by the Southern educators who prepared this material. This will be helpful to all school systems where the races are learning together for the first time.

WILLIAMS, ROBIN and MURPHY, MARGARET, *Schools in Transition*, University of North Carolina Press, Chapel Hill, 1955. 272 p.
Recounts the experiences of twenty-four communities in six states in moving toward integration of public education. The success of these communities proves that desegregation can take place without calamity, if the will is there.

WILSON, HOWARD E. and OTHERS, *Intergroup Relations in Teaching Materials*, American Council on Education, Washington, 1949. 231 p.
An examination of textbooks and courses of study to determine treatment of minority groups and of basic democratic concepts. Omissions are discussed as well as errors. Constructive suggestions are given for improving teaching materials.

PART VIII

ORGANIZATIONS WHICH SERVE AS RESOURCE AGENCIES

- American Friends Service Committee, 20 S. 12th St., Philadelphia 7, Pa.
- Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22, N. Y.
- Catholic Interracial Council of New York, 20 Vesey St., New York 7, N. Y.
- Common Council for American Unity, 20 W. 40th St., New York 18, N. Y.
- Community Service Department, American Jewish Committee, 165 East 56th St., New York 22, N. Y.
- Council for American Unity, 1133 Broadway, New York 10, N. Y.
- Library of Jewish Information, American Jewish Congress, 15 East 84th St., New York 28, N. Y.
- National Association for the Advancement of Colored People, 20 W. 40th St., New York 18, N. Y.
- National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D.C.
- National Conference of Christians and Jews, 43 W. 57th St., New York 19, N. Y.
- National Council of Churches, 297 4th Ave., New York 10, N. Y.
- National Urban League, 14 East 48th St., New York 17, N. Y.
- Southern Regional Council, Inc., 63 Auburn Ave., N.E., Atlanta 3, Ga.

You may write to the above organizations for lists of their publications. Of particular interest are the *Freedom Pamphlets* of the Anti-Defamation League and the *Inter-Group Education Pamphlets* of the National Conference of Christians and Jews.

The Public Affairs Committee, 22 E. 38th St., New York 16, N. Y., also publishes many pamphlets in inter-group relations. Some of the titles are: *Prejudice in Textbooks*, *The Races of Mankind*, and *The Refugees are Now Americans*. 20¢.

Materials
Available From the

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TO HELP BUILD BETTER INTERGROUP RELATIONS

(Single copy free where price is not indicated)

Baby Steps and Giant Steps Toward Better Human Relations. Programs for parents and teachers and the many organizations with which they work.

Beginning Human Relations Programs from Scratch, by Hilda Taba. 6 p. Basic suggestions for a community human relations program.

Big Big World and the People In It, by Willard Johnson. Illustrated message of good will for young people and adults.

Books for Brotherhood. 10 p. Annotated list of books for adults and children chosen by a committee representative of various faiths, races, etc., while at the same time authorities in the literary field.

A Fair Chance for All Americans. 20 p. 10 cents. Four business leaders tell how their firms put a fair employment policy into action.

The Good Citizen in the Good Society. 70 p. 25 cents. Selection of pronouncements on racial, international and economic issues made by various religious groups—with discussion guide.

The High Cost of Discrimination, by Elmo Roper. 20 p. 10 cents. Results of a nationwide employee survey and

research in a wide range of industries on the economic cost to American business because of discrimination against minority groups.

Intergroup Education Series. 10 titles. (see inside back cover.)

Negroes in the Work Group, by Jacob Seidenberg. 16 p. 10 cents. Summary of a research study conducted by the New York State School of Industrial and Labor Relations at Cornell University. Shows how 33 business and industrial firms offered equal employment opportunities to all.

Race, by John Gillin. 12 p. Anthropologist's approach to question of race.

Raza. Spanish translation of pamphlet *Race*.

Rearing Children of Good Will, by Edith Neisser, Sister Mary de Lourdes and Mary Fisher Langmuir. 50 p. 25 cents. A study and discussion guide for parents, to help children grow up free from prejudice. Also of interest to young peoples' groups, teachers, religious leaders, group workers, etc.

Rearing Children to Meet the Challenge of Change, by Dan W. Dodson. 16 p. Essay on the theme of Rearing Children of Good Will directed to parents, teachers and religious leaders.

Speak up for Brotherhood! 24 p. Suggestions for speakers on the theme of Brotherhood.

Youth and Brotherhood. Programming in and with youth organizations.

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